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ABSTRACT

Information for prospective employers of students involved in a work education program sponsored by the Pima County Developmental Career Guidance Project is presented in the document. Two of the project's programs are described: (1) Work Exposure, aimed at providing seventh through twelfth grade students with an opportunity to observe on a job site for approximately 10 hours, with some participation, no pay or credit, and classroom followup and (2) Work Experience, aimed at providing tenth through twelfth grade students with an opportunity to spend approximately eight hours per week for about three-quarters of a school year on the job, with pay and credit possibilities. Child labor laws for the State of Arizona, job limitations, student I.D. cards, and insurance are discussed. Participating schools will provide a pretraining program, determining the student's interests and abilities. The project center will locate job sites, schedule interviews, and conduct pre- and postevaluations. A school sponsor will regularly visit the work site. Work Experience programs will require employer and student evaluations. Sponsor and evaluation forms and an employer expectations list are included. (LH)

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WORK EDUCATION: WHAT IS IT AND HOW DO I GET INVOLVED?

(Information for the Prospective Employers)

the Pima County Developmental Career Guidance Project
COMMUNITY RESOURCE CENTER
2302 E. Speedway, Suite 210
Tucson, Arizona 85719
795-0504

DCGP
7/31/75
NFB/pt

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WHAT IS WORK EDUCATION?

Goals:

1. To provide students an opportunity to participate in a job or jobs relating to their career interests.

2. To enable students to better understand the decision-making process.

3. To acquaint students with various life-styles relating to occupations.

4. To improve the students self-awareness and self-image.

5. To help the student establish a "link" between his school life and the outside world.

Work Education will provide one more service from the Pima County Developmental Career Guidance Project. Other services include a Community Resource Center, a Parent Involvement Program and Guidance Consultants functioning in most of our Pima County Schools. The Pima County Developmental Career Guidance Project is state funded and has been in operation since August, 1971. The major goals of this project are: Self Awareness, Career Awareness, Decision-Making Skills, Appreciations and Attitudes, Economic Awareness, Beginning Skills and Competency, Educational Awareness and Skill Awareness. The project guidance consultants provide inservice, media, and demonstration services relating to these goals. They operate in most public schools from Kindergarten through twelfth grade.

Work Education consists of three major programs: Work Exposure, Work Experience and Cooperative Education. The latter, cooperative education, is usually a Federally funded program involving high school students, most of whom are seniors. Most of the County's high schools have well developed on-going Cooperative Education Programs and, therefore, the Developmental Career Guidance Project will not be directly involved in Cooperative Education. We will, however, be operating a Work Exposure and a Work Experience program primarily to assist some of the rural districts in Pima County.

Work Exposure

This program is aimed at students from 7th to 12th grades. It is a method of giving students the opportunity to explore several interest areas in depth. Students are expected to observe on a job sight for approximately ten hours. This may be done on weekends as well as on school days. In Work Exposure, it is hoped that students may actually participate in some of the job functions although this is not absolutely necessary. In case of particularly hazardous jobs, the student may just observe and ask questions, when appropriate. In the Work Exposure program, the student will not receive pay or high school credit. The Exposure is intended to become a part of other classroom subjects, such as a part of Freshman orientation worked into the English classes.

Examples:

Let's say that a student is interested in the field of Law. This student may follow a judge or a lawyer for a few days in and out of the courtroom, record observations and ask questions. A follow-up might be that the student could design a mock trial for an English assignment.

Another student is interested in Fire Science. Although the student may not be permitted to ride on emergency vehicles, he/she may wish to spend a day at a fire station to at least get an idea of a fireman's life style. This student might also wish to spend a day at the fire training center in order to discover the requirements and training of fire fighters and related careers.

Work Experience:

This is a more advanced program than Work Exposure. The Work Experience student is expected to spend approximately 8 hours per week for about 3/4 of a school year on the job. The Student, in most cases, will receive high school credit for this experience. This program is aimed at students in the 10th through 12th grades.

The student may or may not receive pay and it is our recommendation that the student not be paid for the first nine weeks. The student is expected to participate as a regular employee.

Examples:

A student interested in photography might work in an assistant-like capacity to a local photographer (newspaper or free lance). Part of his/her assignment might be to photograph fellow work experience students on the job. A journalism student might help put together slide and tape presentations to be used by future students.

A student interested in health careers could work in a hospital or clinic setting on a basis similar to some of the hospital volunteer workers.

BUT, WHAT ABOUT THE CHILD LABOR LAWS?

The following information has been taken from the State of Arizona Child Employment Laws, compiled and issued by the Labor Department of the Industrial Commission of Arizona (effective April 6, 1972).

Sections 23-231, 23-232, and 23-233 provide listings of prohibited employments for individuals under the age of eighteen and under the age of sixteen and permissible hours of labor. Exemptions to these three sections are listed in section 23-235.

Section 23-235 states the following: (Please observe #3 and #4)

The provisions of sections 23-231, 23-232 and 23-233 shall not apply to children:

1. Under the age of sixteen years who are employed by their parents or person in loco parentis in agriculture or in nonagricultural occupations other than mining or manufacturing.
2. Employed as stars or performers in motion picture, theatrical, radio or television productions.
3. Involved in career education programs pursuant to Title 15, Chapter 11, Article 9.
4. Involved in vocational or manual training school programs pursuant to Title 15, Chapter 10, Article 6.

5. Employed as apprentices and registered by the Bureau of Apprenticeship and Training of the United States Department of Labor in accordance with the standards established by that Bureau and registered by the Apprenticeship Council or employed under a written apprenticeship agreement and conditions which are found by the Secretary of Labor to conform substantially with such federal or state standards.
6. Train under either the 4-H Federal Extension Service or the United States Office of Education, vocational agriculture training programs, if employed outside school hours on the equipment for which they have been trained.

Please note that #3 and #4 apply to Career Education and/or Vocational Education. Work Education is a part of both of these programs. The Work Education Program of the Pima County Developmental Career Guidance Project is approved by the State Department of Education pursuant to the provisions of ARS 15-1199.

Does That Mean I Can Put a 16 Year-old on a Power Tool?

Not necessarily. Work Experience students may operate heavy equipment or power tools only if the following guidelines are strictly adherred to:

1. The student must have received school training or have been trained in the operation of the equipment or tool which he/she is operating on the job.

2. There must be a supervisor present at all times when the student is operating the tool/equipment.

3. Operation of tool/equipment is a part of on-the-job training.

We will not attempt to place students in two basic career clusters: Mining and heavy Manufacturing. All necessary safety regulations of any employer will be observed when placing students. For example: students will not be allowed to ride emergency vehicles in the Fire Department or ride in/on military vehicles or military aircraft.

Student I.D. Card:

Each student is expected to carry at all times, an I.D. Card. The card will give pertinent information about the student and the hours that the student will be off campus.

Sample Student I.D. Card:

Name_____ _____Age_____
Address_____Social Security #_____
Student permissions to be off campus during the following hours: M._____T._____W._____Th._____ F._____

_____Signature of Student

_____Signature of Principal

_____ _____School

In case of emergency call:

_____home_____phone

_____school_____phone

or

the Community Resource Center
795-0504

Insurance:

If you are paying a Work Experience student, then the student is covered under Workman's Compensation. If you are not paying a student, that student will be covered by his/her school insurance plan, since his/her involvement in this program is considered a class. No student will be allowed to participate in the program without school insurance coverage. Transportation will be arranged for each individual student. Some students may be driving their own vehicles and transporting other students. Each student must have parental permission for this type of transportation. The student who will be driving must have an adequate insurance policy.

HOW WILL THIS PROGRAM BE OPERATED?

In each of our participating schools there will be a Work Education Teacher who will be responsible for setting up the program in his/her particular school. Each student in the program will go through a pre-training program. The students interests and abilities will be determined and this information will be sent to the Community Resource Center. The Center will then locate job sites for the student and schedule necessary interviews. The Center will also conduct pre and post evaluations of students.

Once the student is placed on a job, he/she will be assigned a school sponsor (teacher or counselor). The sponsor will be responsible for visiting you and your student employee on a regular basis. During these visitations, the school sponsor will be filling our an interview form. (See attachment A)

Should a problem arise between you and your student employee, you should contact the sponsor. If the sponsor cannot be reached, you may wish to call Jean Williamsen, Work Education Coordinator, at the Community Resource Center at 795-0504. It would be a good idea to keep the name and phone number of the sponsor as well as the emergency numbers and parents numbers.

WHAT ARE MY RESPONSIBILITIES?

For the Work Exposure students, there will be few responsibilities. The student, for the most part, will be observing. Since the student will be in your job sight for approximately ten hours only, you will not need to evaluate the student's work progress. Each Work Exposure student will have the responsibility of obtaining as much information as possible about the job. We would recommend that you answer the students questions honestly and let the student learn about the disadvantages as well as the advantages of the job.

In the Work Experience program, your responsibilities will be greater. Your student employee is to be considered a part-time employee. This student is expected to interview for the job. You may feel free to accept or reject a student based on the interview. Once hired, the student should be fully informed of his/her job description: Let the student know what you expect.

Midway through the student's work experience, you will be expected to sit down together and fill out a progress form. (See attachment B.) It is hoped that both student and employer will contribute to this form. (You may wish to have the student fill out a separate form ahead of time and when you meet, compare notes.) Once the form is completed you will give it to the sponsor during his next visit. This process will be repeated at the end of the student's work experience. In other words, you will evaluate the student twice.

The student will also evaluate his own work experience twice during this period of time. (See attachment C.)

WHAT ELSE DOES THE COMMUNITY RESOURCE CENTER DO?

The Center is a liaison between the community and the schools. Some of the services, in addition to the Work Education program include:

1. Obtain resource speakers for classroom teachers.

2. Assist teachers in planning field trips and locating such sights.

3. Establish parent-study groups.

4. Sponsor Businessman-Teacher workshops.

The Community Resource Center has an Advisory Council composed of Community members from various occupational backgrounds.

If you are interested in learning more about the Work Education program and other services of the center, please contact Beth Berry, Community Resources Specialist or Jean Williamsen, Work Education Coordinator at the Community Resource Center, 2302 East Speedway, Suite 210, Tucson, Arizona, 795-0504.

Attachment A

SPONSOR VISITATION REPORT

Employer's Name_____ Business_____

Student's Name_____ School_____

Sponsor's Name_____ Date of Visit_____

1. What appear to be the student's strong points?_____

_____

_____

2. What problems, if any, have been encountered?_____

_____

_____

3. What steps have been taken to correct above problems by the student?

_____

_____

By the employer?_____

_____

4. What recommendations, if any, does the employer have for school changes?

_____

_____

5. Comments and Suggestions_____

_____

_____

_____
Signature of Sponsor

Attachment B

STUDENT PROGRESS REPORT
(to be completed by employer)

Student's Name_____ School_____

Employer's Name_____ Business_____

Date of Interview_____ 1st Interview___ 2nd Interview___

	Excellent	Good	Fair	Needs Improvement	Comments
1. Promptness					
2. Job Attitudes					
3. Responsibility					
4. Dress & Grooming					
5. Willingness to Learn					
6. Attendance					

7. Further Comments_____

_____

8. Has the student, in your opinion, shown progress?_____ If yes, in what way?

_____

9. Is the student being paid?_____

10. Would you, at this point, recommend that this student be hired full time in the summer or upon graduation?_____ Why or Why not?_____

_____

11. What suggestions do you have for improvement?_____

_____

_____
Signature of Employer

Attachment C

EVALUATION OF WORKING CONDITIONS
(to be completed by student worker)

Student's Name _____ School _____

Employer's Name _____ Business _____

Date _____

	Yes	No
1. My employer gives me adequate instructions.	____	____
2. My employer gives me adequate responsibilities.	____	____
3. I feel that I am treated fairly.	____	____
4. I am satisfied with the physical working conditions. (space, light, temperature, noise)	____	____
5. This is a job I would like to pursue in the future.	____	____
6. I would recommend this job sight for future student workers.	____	____

Likes: _____

_____

_____

_____

Dislikes: _____

_____

_____

_____

_____
Signature of Student

WHAT THE EMPLOYER EXPECTS OF EMPLOYEES

WILLINGNESS -

TO WORK REGULARLY
TO FOLLOW INSTRUCTIONS
TO ACCEPT RESPONSIBILITY
TO LEARN

INTEREST IN -

SERVICE
SELLING
PRODUCTION
CUSTOMERS AND THE PUBLIC
FELLOW EMPLOYEES
IMPROVEMENT OF THE COMPANY AND HIMSELF

ABILITY -

TO WORK INTELLIGENTLY WITH AND FOR OTHERS
TO DEVELOP
TO MEET PHYSICAL CHANGES AND EMERGENCIES
TO UNDERSTAND AND OBSERVE POLICIES AND RULES
TO EXERCISE GOOD JUDGMENT
TO PLAN AND ORGANIZE WORK

ENTHUSIASM FOR -

THE COMPANY'S AIMS AND OBJECTIVES
THE COMPANY'S COMMODITIES AND SERVICES

HONESTY -

COURTESY -

TO HAVE THE CONFIDENCE AND RESPECT OF OTHERS -

WHAT EMPLOYEES EXPECT OF EMPLOYERS

UNDERSTANDING OF THEIR PROBLEMS

CLEAR DIRECTIONS - WHAT IS EXPECTED OF THEM

ADEQUATE PAY - FAIR IN COMPARISON WITH OTHERS

OPPORTUNITY TO LEARN, DEVELOP AND USE SKILLS AND KNOWLEDGE

RECOGNITION - HOW THEY ARE DOING

FRIENDLY, FAIR AND FIRM TREATMENT

DEPENDABLE SUPERVISION - NO BUCK-PASSING

INFORMATION - THE "WHY" OF THEIR JOBS - PARTICIPATION IN DECISIONS AFFECTING THEM.

INTERESTING AND WORTHWHILE WORK

FREEDOM OF EXPRESSION - INCLUDING SUGGESTIONS AND COMPLAINTS WITH ASSURANCE THAT THEY WILL BE CONSIDERED FULLY AND PROMPTLY

PROTECTION FROM HUMILIATION

PLEASANT AND SAFE WORKING CONDITIONS

SECURITY - PERSONAL AND ECONOMIC

CONSIDERATION AS AN INDIVIDUAL

CONSIDERATION OF FAMILY NEEDS

CONGENIAL FELLOW EMPLOYEES